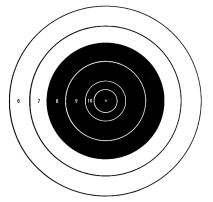


More on Learning Targets



Fact - that which we know

“Students will know ...”

A fact is that which is known to be true or to have happened. We will concentrate on declarative knowledge (as opposed to procedural or strategic knowledge). For example:

Students will know that:

- Olympia is the capital of Washington state.
- Complementary colors are those that are opposite one another on the color wheel.
- When mixed, complementary colors produce a neutral color (grey, white, or brown).
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When you employ a fact target you must list all the facts you will require them to know.

Concept – that which we understand

“Students will understand”

A concept is a generalized idea of a thing or a class of things. It is an abstraction generalized from particular instances. For example:

Students will understand:

- division of fractions is the mathematical inverse of multiplication of fractions
- the use of alliteration as a rhetorical or literary device

(Consider “Students will *begin to* understand ...” or “Students will *develop their* understanding of ...”)

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Skill – that which we can do

“Students will be able to ...”

(Note: skill targets must be further classified as “introduced” or “practiced.”)

A skill is an ability to perform an action as the result of training. A skill is, in part, a consequence or employment of understanding. For example:

Students will be able to:

- correct errors in subject – verb agreement in a five-paragraph essay
- encourage and support individual participation in a group discussion on the causes of ennui
-

Disposition – that which we value, appreciate, enjoy, etc. “Students will value / appreciate / enjoy (etc.) ...”

A disposition is an inclination, a predisposition or an established tendency. For example:

- Students will enjoy the use of alliteration in Beowulf. (A Lesson-level target)
- Students will appreciate the utility of proportional reasoning in practical applications of mathematics. (A unit-level target)
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